

W B GOODWIN ELEMENTARY

5501 Dorchester Rd.
N. Charleston, South Carolina 29418

GRADES PK-5 Elementary School

ENROLLMENT 645 Students

PRINCIPAL LaDene' A. Conroy 843-767-5911

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	46	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

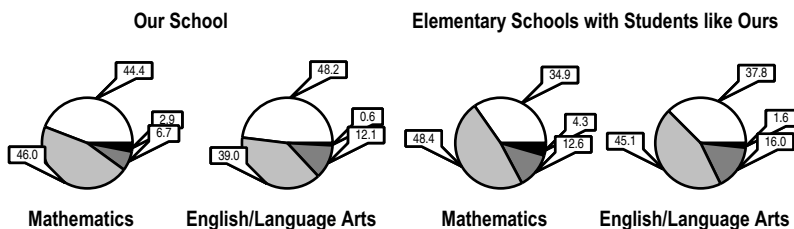
FOR MORE INFORMATION, VISIT WEBSITES AT:




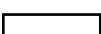
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	49	124	67
Percent satisfied with learning environment	78.7%	86.0%	92.2%
Percent satisfied with social and physical environment	77.6%	85.2%	77.4%
Percent satisfied with home-school relations	53.2%	89.3%	90.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	353	100.0	48.2	39.0	12.1	0.6	12.8	17.6
Gender								
Male	173	100.0	56.6	36.2	7.2	N/A	7.2	17.6
Female	180	100.0	40.4	41.6	16.8	1.2	18.0	17.6
Racial/Ethnic Group								
White	52	100.0	29.8	46.8	19.1	4.3	23.4	17.6
African-American	277	100.0	50.4	38.2	11.4	N/A	11.4	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	100.0	64.3	28.6	7.1	N/A	7.1	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	317	100.0	45.4	40.5	13.4	0.7	14.1	17.6
Disabled	36	100.0	75.9	24.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	353	100.0	48.2	39.0	12.1	0.6	12.8	17.6
English Proficiency								
Limited English proficient	14	100.0	61.5	38.5	N/A	N/A	N/A	17.6
Non-limited English proficient	339	100.0	47.7	39.0	12.7	0.7	13.3	17.6
Socio-Economic Status								
Subsidized meals	299	100.0	50.6	38.6	10.9	N/A	10.9	17.6
Full-pay meals	54	100.0	34.8	41.3	19.6	4.3	23.9	17.6

Mathematics								
All students	353	99.7	44.4	46.0	6.7	2.9	9.6	15.5
Gender								
Male	173	99.4	45.4	46.7	6.6	1.3	7.9	15.5
Female	180	100.0	43.5	45.3	6.8	4.3	11.2	15.5
Racial/Ethnic Group								
White	52	100.0	23.4	51.1	14.9	10.6	25.5	15.5
African-American	277	99.6	48.0	45.5	5.3	1.2	6.5	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	57.1	35.7	7.1	N/A	7.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	317	99.7	42.3	47.5	7.4	2.8	10.2	15.5
Disabled	36	100.0	65.5	31.0	N/A	3.4	3.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	353	99.7	44.4	46.0	6.7	2.9	9.6	15.5
English Proficiency								
Limited English proficient	14	100.0	53.8	38.5	N/A	7.7	7.7	15.5
Non-limited English proficient	339	99.7	44.0	46.3	7.0	2.7	9.7	15.5
Socio-Economic Status								
Subsidized meals	299	99.7	44.6	47.9	5.2	2.2	7.5	15.5
Full-pay meals	54	100.0	43.5	34.8	15.2	6.5	21.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	96	N/A	22.3	47.9	27.7	2.1	29.8
	Grade 4	119	N/A	33.6	54.6	11.8	N/A	11.8
	Grade 5	100	N/A	38.0	48.0	14.0	N/A	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	100.0	36.0	42.0	20.0	2.0	22.0
	Grade 4	100	100.0	43.0	43.0	14.0	N/A	14.0
	Grade 5	140	100.0	61.4	33.9	4.7	N/A	4.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	96	N/A	38.3	44.7	17.0	N/A	17.0
	Grade 4	119	N/A	48.3	40.7	6.8	4.2	11.0
	Grade 5	100	N/A	46.0	43.0	9.0	2.0	11.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	100.0	38.0	47.0	9.0	6.0	15.0
	Grade 4	100	100.0	36.0	52.3	8.1	3.5	11.6
	Grade 5	140	99.3	55.1	40.9	3.9	N/A	3.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 645)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.3%	2.4%
Attendance rate	95.0%	Down from 95.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.0%	Up from 3.0%	5.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.3%	Down from 6.0%	7.7%	8.0%
Older than usual for grade	14.9%	Up from 1.4%	2.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	40.0%	Up from 35.3%	46.7%	50.0%
Continuing contract teachers	67.3%	Up from 62.7%	78.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.7%	Down from 79.7%	79.6%	86.2%
Teacher attendance rate	95.5%	Down from 96.5%	95.0%	95.3%
Average teacher salary	\$35,959	Down 1.2%	\$38,109	\$39,909
Prof. development days/teacher	23.3 days	Up from 15.7 days	13.4 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	19.4 to 1	Down from 24.3 to 1	17.0 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 91.1%	88.5%	89.7%
Dollars spent per pupil*	\$5,170	Up 16.1%	\$6,643	\$5,892
Percent spent on teacher salaries*	68.0%	Down from 73.8%	64.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. B. Goodwin Elementary prides itself in building readers, writers and thinkers. While under construction, we continue as a professional development site for balanced literacy. As recipient of the SC READS and TAS Grants we are fortunate to offer our teaching staff sustained professional development; a coaching model for teaching reading and writing; and opportunities to train and travel with experts in reading and writing. We provide our teachers and their students with an abundance of teaching treasures. The School Improvement Council works as the architect to design Goodwin's structure. The South Carolina Curriculum Standards are the blueprints, which guide planning and instructional delivery. Our teachers are the students' project managers who model, guide, coach and inspire. We set our goals high and establish phases of construction for our learners. The extensions we create with outside agencies are the cement that supports the programs we implement. We recognize that our students come with many challenges; yet, our fine students are also amazingly resilient as we work on the restoration of our children so learning becomes the focus. The involvement with the community affords opportunities. We are continually selecting services for our children. We pride ourselves on our "open door policy". Our invitation to the community and families is our ticket for involvement. The Naval Reserves offered support and service, forming partnerships with our students. Hope House Ministries offers our extended day, summer tutoring, and family literacy team space for GED, tutoring, parenting classes and Motherhead. Our positive learning community offers all students the right to stretch and reach their potential, to involve one's self and be motivated while learning, to have a new start each day, to be surrounded with rich literature and authentic writing experiences, to problem solve for themselves with the help of trained adults, to accept opportunities to be challenged and participate in contests, to be physically fit and competitive with one's self, to be exposed to the arts, to use the vast technological arena to enhance learning, to be engaged as a student of service, doing good deeds for others, to be supported by a nurturing parent and teacher and have the right to be respected for who they are. Our obligation is to meet the children where they are and build them starting as tiny block towers to enormous skyscrapers as we increase achievement on PACT or any other challenge. The Goodwin family dedicates themselves as the scaffolding supporting all children. We offer our children daily affirmations, the spirit of perseverance, patience and politeness through conscious discipline, the thread of enthusiasm that connects us as a family, the nurturing invitation for learning, the passion of caring, and we level the playing field for our students so they may achieve, as we create wonderful elementary school memories that will be their building blocks for their future.

LaDene' Conroy, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.